



CONCURSO PÚBLICO PARA PROVIMENTO DE CARGOS DA PREFEITURA  
MUNICIPAL DE MARICÁ - RJ

EDITAL Nº 1/2024

<b>Cargo:</b> Docente I – Língua Estrangeira – Inglês	NÍVEL	CÓDIGO
	SUPERIOR	107

**CADERNO DE QUESTÕES  
INSTRUÇÕES AO CANDIDATO**

- É de responsabilidade do candidato, **conferir atentamente** se está recebendo o **Caderno de Questões** correspondente ao **cargo para o qual concorre**. Caso contrário, deverá solicitar, imediatamente, a presença do Chefe de Local para que proceda a substituição do **Caderno de Questões** pelo correto.
- O candidato que receber, porventura, o **Caderno de Questões** diferente do cargo ao qual concorre e não solicitar a devida substituição, conforme previsto no subitem 4.3.15 do Edital, terá seu **Cartão de Respostas** corrigido de acordo com o Gabarito do cargo ao qual concorre.
- Confira se constam do **Caderno de Questões**, de forma legível, **50 (cinquenta)** questões de múltipla escolha, O candidato deverá marcar, para cada questão, somente uma das 5 (cinco) opções de resposta, sendo apenas uma das respostas a correta. Será atribuída pontuação zero à questão da prova que contiver mais de uma ou nenhuma resposta assinalada, emenda ou rasura.
- Confira se no **Cartão de Respostas** recebido os seus dados estão corretos. Caso afirmativo, assine-o e transcreva a frase para o exame grafotécnico no campo apropriado. Leia atentamente as instruções para seu preenchimento. No caso de divergência, notifique imediatamente ao fiscal.
- Na Prova Objetiva, o candidato deverá utilizar exclusivamente a caneta esferográfica de corpo transparente com ponta média, de tinta na cor azul ou preta, para assinalar no **Cartão de Respostas** as opções escolhidas. O **Cartão de Respostas** será o único documento válido para a correção eletrônica. O seu preenchimento será de inteira responsabilidade do candidato, que deverá proceder em conformidade com as instruções específicas contidas no **Cartão de Respostas**. O tempo para seu preenchimento está incluído no tempo máximo para realização da prova.
- O tempo disponível para realizar esta prova, incluindo o preenchimento do **Cartão de Respostas**, é de no mínimo, **uma hora e trinta minutos**, e de no máximo, **quatro horas**.
- O candidato só poderá portar sobre a mesa a caneta esferográfica de corpo transparente e de ponta média com tinta azul ou preta para preencher o **Cartão de Respostas**, não sendo permitido fazer uso de qualquer outro objeto para assinalar as respostas ou para efeito rascunho.
- **Evite a eliminação no concurso**. Se estiver portando celular, instrumento auxiliar para cálculo ou desenho, qualquer dispositivo eletrônico que sirva de consulta ou comunicação, mantenha-os acondicionados no envelope de segurança, fornecido pelo fiscal de sala, lacrado e devidamente desligados no caso de aparelhos de comunicação.
- O candidato poderá levar o seu **Caderno de Questões**, faltando **uma hora** para o término da prova, com a devida permissão da equipe de fiscalização.
- É de responsabilidade do candidato entregar ao fiscal de sala, o **Cartão de Respostas** devidamente assinado e com a frase para o exame grafotécnico, contida na Capa do Caderno de Questões, transcrita no Campo apropriado. A não entrega implicará a sua eliminação no Concurso.
- No caso de dúvida, solicite esclarecimento à equipe de aplicação.

**BOA PROVA**

**FRASE A SER TRANSCRITA PARA O CARTÃO DE RESPOSTAS NO  
QUADRO “EXAME GRAFOTÉCNICO”**

A educação não é preparação para a vida; a educação é a própria vida.

John Dewey



## Tópico: Língua Portuguesa

### Texto 1

#### REVOLTAS

#### Quilombo de Maricá

No início do século XIX, escravizados fugitivos das fazendas próximas à Freguesia de Santa Maria de Maricá, atual cidade de Maricá, organizaram um quilombo nas matas da região.

05 Estima-se que o primeiro quilombo da região tenha sido formado por volta de 1812. No ano de 1814, são emitidas ordens para destruir o quilombo.

A resistência dos escravizados foi uma 10 resposta constante à escravidão. Houve muitas formas de resistir no Brasil, mas as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais. Os quilombolas possuíam roças, mantinham 15 relações com os comerciantes locais.

A repressão aos quilombos era feita por expedições militares, organizadas pelas autoridades locais e auxiliadas por senhores de escravos da região. Em alguns casos, eram 20 usados nativos por conhecerem as florestas da região. Os soldados, ao obterem sucesso sobre os quilombolas, queimavam suas roças, casas e os capturavam. O costume era devolvê-los aos respectivos donos ou utilizá-los como 25 pagamento aos soldados.

Os quilombos eram respostas às severas condições impostas aos escravizados. As incursões de tropas e de capitães-do-mato poderiam pôr fim a algumas comunidades, 30 mas, enquanto o sistema escravocrata os explorasse, a resposta viria cada vez mais violenta.

Richard Enbel, graduando no curso de História da UFF e pesquisador do projeto “Um Rio de Revoltas” – FAPERJ – CNE/2018-2021). Adaptado. Disponível em <https://www.historia.uff.br/impressoesrebeldes/revolta/quilombo-de-marica/>. Acesso: 11 mar. 2024.

**01** De acordo com o sentido expresso pelo texto, a preferência pela palavra “escravizados”, no lugar de “escravos”, como em “No início do século XIX, escravizados fugitivos [...] organizaram um quilombo nas matas da região” (Linhas 01-04),

- (A) substitui o termo “escravos” em função do estilo do texto, evitando repeti-lo desnecessariamente.
- (B) comprova a sinonímia que estabelece com “quilombolas”, evitando confundir com “escravos”.

- (C) indica unicamente os escravos trazidos da África, evitando referir àqueles nascidos no Brasil.
- (D) pretende apontar apenas para os escravos fugitivos, evitando igualá-los aos bem ambientados.
- (E) reduz a escravidão a uma condição imposta, evitando tomá-la como característica inata aos negros.

**02** Releia os trechos extraídos de “Revoltas” antes de responder à questão.

- I “No início do século XIX, escravizados fugitivos das fazendas próximas à Freguesia de Santa Maria de Maricá, atual cidade de Maricá, organizaram um quilombo nas matas da região.” (Linhas 01-04)
- II “Os quilombos eram respostas às severas condições impostas aos escravizados. As incursões de tropas e de capitães-do-mato poderiam pôr fim a algumas comunidades, mas, enquanto o sistema escravocrata os explorasse, a resposta viria cada vez mais violenta.” (Linhas 26-32)

Quanto à estrutura, pode-se afirmar que:

- (A) ambos os trechos são predominantemente narrativos.
- (B) o trecho I é predominantemente descritivo e o II, narrativo.
- (C) o trecho I é predominantemente narrativo e o II, expositivo.
- (D) ambos os trechos são predominantemente argumentativos.
- (E) o trecho I é predominantemente expositivo e o II, argumentativo.

Leia o fragmento seguinte para responder às questões 3 e 4:

“No ano de 1814, são emitidas ordens para destruir o quilombo.” (Linhas 06-08)

**03** O enunciado em análise está na voz passiva analítica. Na voz passiva sintética, de acordo com a norma padrão, teria a seguinte estrutura:

- (A) No ano de 1814, emitiram-se ordens para destruir o quilombo.
- (B) No ano de 1814, emitem-se ordens para destruir o quilombo.
- (C) No ano de 1814, emite-se ordens para destruir o quilombo.
- (D) No ano de 1814, emitiu-se ordens para destruir o quilombo.
- (E) No ano de 1814, foram emitidas ordens para destruir o quilombo.

**04** Justifica-se o emprego da vírgula em “No ano de 1814, são emitidas ordens para destruir o quilombo” para:

- (A) isolar o aposto referente a tempo.
- (B) separar elementos da mesma função sintática.
- (C) realçar o adjunto adverbial de lugar.
- (D) separar o adjunto adverbial antecipado na frase.
- (E) indicar a supressão de um verbo.

Responda às questões 5 e 6, após ler o enunciado:

“Houve muitas formas de resistir no Brasil, mas as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.” (Linhas 10-13)

**05** De acordo com a norma padrão, em “houve muitas formas de resistir no Brasil...”, o verbo está na 3ª pessoa do singular porque:

- (A) é impessoal.
- (B) concorda com o sujeito.
- (C) age como verbo de ligação.
- (D) é transitivo direto.
- (E) indica ação passada.

**06** Assinale a opção em que a substituição do conectivo sublinhado – “mas” – ALTERA o sentido do enunciado.

- (A) Houve muitas formas de resistir no Brasil, no entanto, as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.
- (B) Embora houvesse muitas formas de resistir no Brasil, as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.
- (C) Houve muitas formas de resistir no Brasil, portanto, as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.
- (D) A despeito de haver muitas formas de resistir no Brasil, as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.
- (E) Houve muitas formas de resistir no Brasil, entretanto, as fugas e a formação de comunidades pretas eram as que mais ameaçavam as autoridades locais.

**07** A oração sublinhada em “Os soldados, ao obterem sucesso sobre os quilombolas, queimavam suas roças, casas e os capturavam” (Linhas 21-23), expressa ideia de:

- (A) condição.
- (B) causa.
- (C) conformidade.
- (D) concessão.
- (E) tempo.

## Texto 2

### RJ: ALDEIAS INDÍGENAS MANTÊM COMUNICAÇÃO PELO IDIOMA GUARANI EM MARICÁ

#### Escolas indígenas contam com ensino bilíngue Português-Guarani

Fabiana Sampaio

Em Maricá, na região metropolitana do Rio de Janeiro, duas aldeias indígenas se esforçam para preservar uma tradição milenar, a comunicação pelo idioma guarani. A prática, **05** que reforça parte da herança cultural brasileira é destaque nesta segunda-feira (9), Dia Internacional dos Povos Indígenas.

A Aldeia Mata Verde Bonita, construída no início de 2013, abriga cerca de 20 famílias da **10** etnia Guarani Mbyá, e fica localizada a pouco mais de 50 quilômetros da capital fluminense, em uma área de proteção ambiental. A outra, a Aldeia Sítio do Céu, em Itaipuaçu, segue o mesmo costume. Os 50 indígenas que ali vivem **15** também usam a língua materna, uma variedade do idioma tupi-guarani. [...]

Indígena da Aldeia Mata Verde Bonita, Amarildo Karay Yapua Nunes de Oliveira conta que a língua portuguesa é usada na **20** comunicação com a população de fora, dentro é usado apenas o idioma tradicional. Ele destaca que o ensino da língua do seu povo também nas escolas estimula o aprendizado e o interesse das crianças indígenas por outros **25** assuntos. [...]

Disponível em <https://agenciabrasil.ebc.com.br/radioagencia-nacional/cultura/audio/2021-08/rj-aldeias-indigenas-mantem-comunicacao-pelo-idioma-guarani-em-marica>. Fragmento. Acesso: 11 mar. 2024.

**08** Em “Em Maricá, na região metropolitana do Rio de Janeiro, duas aldeias indígenas se esforçam para preservar uma tradição milenar, a comunicação pelo idioma guarani” (Linhas 01-04), a expressão sublinhada “uma tradição milenar” é:

- (A) catafórica e se refere ao enunciado “a comunicação pelo idioma guarani” (Linhas 03-04).
- (B) anafórica e se refere ao enunciado “Escolas indígenas contam com ensino bilíngue Português-Guarani” (Subtítulo).
- (C) hiponímica e se refere ao enunciado “A Aldeia Mata Verde Bonita, construída no início de 2013...” (Linhas 08-09)
- (D) hiperonímica e se refere ao enunciado “... a língua portuguesa é usada na comunicação com a população de fora, ...” (Linhas 19-20)
- (E) coesiva e se refere ao enunciado “... o ensino da língua do seu povo também nas escolas estimula o aprendizado e o interesse das crianças indígenas por outros assuntos.” (Linhas 22-25)

**09** Os vocábulos “bilíngue” (Subtítulo), “tupi-guarani” (Linha 16) e “Itaipuaçu” (Linha 13) foram formados, respectivamente, pelos processos de:

- (A) derivação por sufixação, amálgama lexical e derivação por prefixação.
- (B) derivação por prefixação, composição por justaposição e derivação por sufixação.
- (C) derivação parassintética, composição por aglutinação e derivação regressiva.
- (D) derivação imprópria, composição por cruzamento vocabular e derivação parassintética.
- (E) derivação por prefixação e sufixação, formação por sigla e derivação imprópria.

### Texto 3



Disponível em:  
[https://facebook.com/photos/.php?fbid=178726570683048&set=a.178726557349716&type=3&locale=pt\\_BR](https://facebook.com/photos/.php?fbid=178726570683048&set=a.178726557349716&type=3&locale=pt_BR). Acesso: 09 abr. 2024.

**10** Rodrigo Brum - mais conhecido como Brum – é um cartunista brasileiro nascido em Maricá. O texto 3, de sua autoria, é:

- (A) um cartum construído com base na silepse de gênero.
- (B) uma tirinha construída com base na ironia depreciativa.
- (C) um cartaz construído com base nos dispositivos digitais.
- (D) uma charge construída com base na relação intertextual.
- (E) uma propaganda construída com base na função metalinguística.

### Tópico: Fundamentos da Educação

**11** De acordo com as Diretrizes Curriculares Nacionais da Educação Básica, no que tange à avaliação de qualidade da educação, é preciso considerar:

- (A) a exclusão das diferenças manifestadas pelos sujeitos do processo educativo em suas diversas formas.
- (B) o projeto político-pedagógico definido pelo corpo docente.
- (C) a diretriz cultural em detrimento das diversidades presentes na comunidade educacional.
- (D) a desconsideração dos padrões mínimos de qualidade e investimento por estudante.
- (E) os princípios e finalidades da educação, juntamente com a análise dos dados do IDEB e/ou outros indicadores.

**12** Assinale a opção que **NÃO** representa uma atribuição do Conselho Tutelar, conforme o art. 136 do Estatuto da Criança e do Adolescente (ECA).

- (A) Expedir mandados de busca e apreensão de crianças e adolescentes em situação de risco.
- (B) Atender e aconselhar os pais ou responsável, aplicando as medidas previstas no art. 129, I a VII.
- (C) Requisitar serviços públicos nas áreas de saúde, educação, serviço social, previdência, trabalho e segurança, para promover a execução de suas decisões.
- (D) Encaminhar ao Ministério Público notícia de fato que constitua infração administrativa ou penal contra os direitos da criança ou adolescente.
- (E) Atender as crianças e os adolescentes nas situações previstas nos arts. 98 e 105, aplicando medidas previstas no art. 101, I a VII.

**13** O livro *O que é Educação*, de Carlos Brandão, discute de forma abrangente e crítica os diversos aspectos que envolvem o processo educativo, desde sua concepção até suas práticas sociais e políticas. Nesse sentido, o principal enfoque do livro é a apresentação de

- (A) uma análise histórica das políticas educacionais.
- (B) uma perspectiva crítica sobre o processo educativo.
- (C) uma abordagem exclusivamente teórica da educação.
- (D) um manual prático para professores em sala de aula.
- (E) uma descrição detalhada das teorias pedagógicas contemporâneas.

**14** Para Luckesi, existem duas condições necessárias a todo pesquisador e avaliador, sendo uma delas

- (A) a capacidade de persuasão para influenciar os resultados da pesquisa.
- (B) a disposição psicológica de acolher a realidade como ela é.
- (C) a habilidade matemática avançada para análise de dados.
- (D) o conhecimento exclusivo de uma única teoria para orientar a investigação.
- (E) a exigência dos participantes da pesquisa de conduzir as variáveis.

**15** Uma das abordagens dadas por Paulo Freire, em *Pedagogia da Autonomia*, é a relação entre formação científica e retidão ética. Ele defende que

- (A) a formação científica e a retidão ética do professor devem estar alinhadas para garantir uma prática educativa coerente e respeitosa.
- (B) a retidão ética do professor é essencial para sua formação científica, pois permite uma abordagem honesta e justa em sala de aula.
- (C) o professor deve priorizar sua antipatia pessoal em relação aos alunos, mesmo que isso envolva acusá-los injustamente.
- (D) a formação científica do professor é mais importante do que sua retidão ética, pois esta última é subjetiva.
- (E) o professor não precisa considerar sua formação ética, desde que tenha conhecimento científico para transmitir aos alunos.

**16** Na obra *Educação e Desenvolvimento Social no Brasil*, Luiz Antônio Cunha apresenta uma análise sociológica do sistema escolar brasileiro, que pretende

- (A) reforçar a perspectiva "salvadora" da educação como o principal problema da sociedade brasileira.
- (B) destacar a importância da ideologia da educação como "motor" do desenvolvimento das sociedades.
- (C) desconstruir o mito da educação como agente principal da transformação da sociedade.
- (D) demonstrar a precedência e autonomia da educação na transformação da sociedade.
- (E) enfatizar a necessidade de valorizar as funções da educação, em detrimento das condições de trabalho das escolas públicas.

17 A partir do documento que norteia a Política Nacional de Educação Inclusiva, pode-se considerar que a Educação Especial

- (A) isenta-se da proposta pedagógica da escola.
- (B) atua de forma independente do ensino comum.
- (C) articula-se com o ensino comum, a fim de atender às necessidades educacionais especiais dos alunos.
- (D) atende exclusivamente alunos com deficiência física.
- (E) não se atrela à educação inclusiva.

18 Para Carlos Libâneo, de acordo com o livro *Pedagogia e Pedagogos*, o principal propósito da pedagogia é:

- (A) desenvolver métodos de ensino padronizados para todas as sociedades.
- (B) destinar-se exclusivamente à formação de professores.
- (C) definir regras rígidas para o ensino tradicional.
- (D) investigar a natureza e os processos necessários às práticas educativas.
- (E) estabelecer diretrizes políticas para o sistema educacional.

19 Conforme o parágrafo 9 do art. 26 da Lei de Diretrizes e Bases da Educação Nacional (Lei nº 9.394/96), os currículos da educação básica apontam para a(o)

- (A) foco exclusivo na transmissão de conhecimentos tradicionais, desconsiderando questões sociais e culturais.
- (B) ênfase na formação técnica e profissionalizante desde os primeiros anos escolares.
- (C) inclusão de conteúdos exclusivamente relacionados à matemática e às ciências naturais.
- (D) implementação de um currículo padronizado em todas as escolas do país.
- (E) integração dos temas transversais, incluindo direitos humanos e prevenção de violência contra crianças e adolescentes.

20 Um dos objetivos estabelecidos pelo art. 214 da Constituição Federal, conforme redação dada pela Emenda Constitucional nº 59/2009, é

- (A) excluir o ensino técnico profissionalizante.
- (B) implementar o ensino a distância em todas as modalidades.
- (C) aumentar a carga horária escolar.
- (D) erradicar o analfabetismo.
- (E) restringir o acesso à educação pública.

### **Tópico: Conhecimentos Específicos**

**Answer questions 21 to 30 according to TEXT 1 below.**

#### **TEXT 1**

#### **TRUE STORIES – The School teacher**

1 IT'S HAPPENED TO me half a dozen times, lately. I'm walking home through the Edinburgh Gardens and I see them heading towards me. Heavy kids, eight of them, maybe ten. I keep walking, but I keep my eyes on them, and my feet wait for the sign to take off.

2 They are Greeks and Italians, all adolescents, all wearing green or maroon cardigans with a double black stripe round the chest, Levis or Wranglers that fit just right, showing a bit of sock and reddish shoes with big heels. I move across to the outside of the footpath to let them pass. They spread out a little. They're close enough now in the almost-dark for me to see their faces.

3 And it's all right, because the front one is Chris, from Fitzroy High, and he says, 'Hello, miss!' and the others are kids who have grinned and nodded at me a hundred times in the yard at school.

4 I had taught migrants before, but Fitzroy High is one of those legendary inner-suburban schools which can no longer be properly described as Australian. In none of the classes I took were there more than four kids with Australian names. A blond head was a surprise. The administration battled to assimilate these kids into recognizable moulds. In a hundred subtle ways they were defeated.

5 Most of the girls had pierced ears and had worn gold earrings since they were babies. The line was that plain gold sleepers were the only ear decorations allowed. At the time when it was fashionable, in Australia, to wear a zillion colored plastic bangles up your arm, teachers strove hopelessly to prevent this display of gaiety at school. The girls went on wearing them and pulled their sleeves down when they saw a senior mistress coming.

6 There were weekly segregated assemblies. I don't know what they told the boys, but at one girls' assembly I actually heard the senior mistress say, 'As girls we must be modest, quiet, hardworking and well-groomed at all times'.

7 What astonished me was the stubbornness of the kids' resistance to the rules. They didn't organize or protest. They defied. If the pressure got too much for them, they stayed away. And yet they hated to be suspended. One boy was suspended for a week, and every day I'd see him leaning against my front fence, staring wistfully at the school where his mates were tight-roping their way dangerously through the day.

8 In the three other schools I'd taught at, I'd been an authoritarian, a good disciplinarian. It wasn't only political or educational thinking that changed my attitude at Fitzroy High. It was the kids themselves. I suppose I fell in love with the whole nine hundred of them. In other schools, I'd known kids who were 'trouble-makers' or 'over-achievers', or 'irresponsible' or 'anti-social'. But somehow the kids at Fitzroy cut right through those categories.

9 To begin with, they made me laugh. I can't remember ever knowing such exuberant, merry kids. Every class had more than its share of natural clowns. The plays they invented were full of hilarious delight. In a second-form class I had for a year, two Italian boys called Claudio and Joseph used to present weekly plays so excruciatingly funny that we lay across the desks aching and wiping our eyes.

10 A kid called Ilya wrote wonderful, magical stories; he could write fairy tales his grandparents had told him in Yugoslavia. LEMONIA could break your heart with a story about a lost fountain pen, and DORA with an account of her dreams. Their English may have been rocky, but there was a pure, delicate humour lying bone-deep in them that nothing could corrupt.

GARNER, Helen. True Stories. Melbourne, Australia: The Publishing Company, 2013, pp. 26-28. Adapted.

21 The two overall themes which emerge from the narrative in text 1 are:

- (A) fashion and resistance.
- (B) education and immigration.
- (C) Australian Education and immigrants' inadequate behavior.
- (D) political thinking and schools in remote areas.
- (E) English as an additional language; the native speaker myth.

22 In the first and second paragraphs, the narrator describes a scene which may provoke, in the reader, a feeling of suspenseful expectation. This may be explained by readers' 'shared preconceived notions' involving:

- (A) the conditions of particular roads; the danger of walking with a group of adolescents; the cheerful behavior of Italians and Greeks.
- (B) the Scottish landscape, the courage of a person walking on their own in the dark; the easygoing nature of Mediterranean cultures.
- (C) the formal uniforms worn by schoolboys; the paranoia revealed in the narrator/author's thoughts; the adventurous spirit of Greeks and Italians.
- (D) the violent relationship among students; discrimination against women; antiracist policies in anglophone countries.
- (E) the attitudes and behavior of a group of adolescent boys; the vulnerability of a person walking alone in the dark; the supposed behavior of Greeks and Italians.

23 The utterance, extracted from the text, which contributes to the rupture of the somewhat tense atmosphere created in the 1st and 2nd paragraphs is:

- (A) *I keep walking.*
- (B) *And it's all right.*
- (C) *They are Greeks and Italians.*
- (D) *I see them heading towards me.*
- (E) *I move across to the outside of the footpath to let them pass.*

**Questions 24 and 25 refer to the following passage, in paragraph 4:**

*A blond head was a surprise. The administration battled to assimilate these kids into recognizable moulds. In a hundred subtle ways they were defeated.*

24 A metonymy, and two metaphorical expressions related to the concept of war are, respectively,

- (A) blond; subtle and defeated.
- (B) head; battled and a hundred.
- (C) these kids; surprise and battled.
- (D) blond head; battle and defeated.
- (E) the administration; mould and defeated.



**25** The pronoun **they** (third sentence) refers to:

- (A) Australian kids.
- (B) a blond head.
- (C) the administration.
- (D) recognizable moulds.
- (E) a hundred subtle ways.

**26** What is referred, by the narrator, as the “stubbornness of the kids’ resistance to the rules” (paragraph 7) is exemplified, in the text, by:

- (A) the girls’ wearing colored plastic bangles up their arms.
- (B) the use of plain gold rings as decorations.
- (C) the fact that most of the girls had pierced ears.
- (D) the attitude of senior mistresses when they saw girls pulling their sleeves down.
- (E) the Australian fashion to wear colored plastic bangles.

**Questions 27 and 28 refer to the paragraph below (paragraph 8)**

*In the three other schools I’d taught at, I’d been an authoritarian, a good disciplinarian’. It wasn’t only political or educational thinking that changed my attitude at Fitzroy High. It was the kids themselves. I suppose I fell in love with the whole nine hundred of them. In other schools, I’d known kids who were ‘trouble-makers’ or ‘over-achievers’, or ‘irresponsible’ or ‘anti-social’. But somehow the kids at Fitzroy cut right through those categories.*

**27** It is correct to say that the verb tense used in the underlined verbal phrases “I’d been an authoritarian, schools I’d taught, and I’d known kids” is:

- (A) the present perfect tense, as it indicates actions which took place sometime the past and have implications for events described in the present.
- (B) the simple past tense, as it indicates actions and events which occurred at a specific time in the past.
- (C) the past continuous tense, as it indicates ongoing actions which were taking place in the period of time described by the author.
- (D) the past perfect continuous, as it indicates a series of ongoing events which had occurred after a specific time in the past.
- (E) the past perfect tense, as it indicates events which took place before other events in the past described by the author.

**28** The only correct statement referring to the author’s attitude as a teacher is:

- (A) She still considers herself an authoritarian and a good disciplinarian teacher.
- (B) She believes she has experienced noticeable changes in her attitude as a teacher.
- (C) Political and educational thinking were the key factors which changed her attitude.
- (D) Falling in love with students at Fitzroy prevented her from changing her attitude.
- (E) She followed progressive educational principles at other schools she had taught.

**29** Exuberant, merry, hilarious and wonderful are some of the adjectives the author uses to describe students at Fitzroy School. These express a highly positive evaluation of Fitzroy’s students, and represent:

- (A) the main reason behind the narrator’s change of attitude as a teacher.
- (B) the qualities behind students’ high achievement at school.
- (C) some of the characteristics of immigrants in Australia.
- (D) the criteria used to evaluate students at Fitzroy School.
- (E) the qualities of students at the schools the author had taught before.

**30** The conjunction “but” in “Their English may have been rocky, **but** there was a pure, delicate humour lying bone-deep in them that nothing could corrupt” establishes a contrast between:

- (A) immigrants’ inadequate use of English and their rocky sense of humor.
- (B) students’ faulty English and their pure but corrupt sense of humor.
- (C) students’ music-like accent in English and their delicate sense of humor.
- (D) students’ not very fluent English and their deep and delicate sense of humor.
- (E) immigrants’ unintelligible English and the purity of their sense of humor.

**Answer questions 31 to 32 according to TEXT 2 below.**

## **TEXT 2**

### **Expand your horizons at the Social Sciences Conference of the year!**

Welcome to the 6th International Conference on Modern Approach in Humanities and Social Sciences (ICMHS), taking place on 10-12 March 2023 in Prague, Czech Republic.

We invite you to join us for three days of learning and networking. You are guaranteed to leave the event with a suitcase full of knowledge and inspiration. With 30+ countries present at the event; this is a unique opportunity to understand the challenges your peers are facing and come up with creative solutions.

See you in Prague!

### **Conference Themes and Topics**

The humanities and social sciences conferences are seeking submissions related to the following conference topics: Social Sciences, Humanities, and Language and Literature. Other related tracks and topics will also be considered.

Submitted abstracts will be evaluated by the Scientific Committee. If the abstract is accepted, the author agrees to send full-text paper, including results, tables, figures, and references. All submissions should report original and previously unpublished research results no matter the type of research paper you are presenting. Full-text papers (.docx and .doc) will be accepted by Electronic Submission Form. Manuscripts should meet the format set by the Conference committee and are subject to review.

Available at: <https://www.icmhs.org/online-submission/>.  
Access on: Jan. 10th, 2023.

**31** The academic genre which text 2 represents is:

- (A) a conference book of abstracts, as it contains the conference papers and information about time and location.
- (B) a conference paper abstract, as it presents the general aims of an article to be submitted to the committee and describes the results of academic research.
- (C) a conference call for papers, as it provides general information about the conference and invites researchers to participate and submit abstracts/papers.
- (D) the submission guidelines, as it gives instructions as to how to submit papers and to send them through Electronic Submission Forms.
- (E) conference venue guide, as it describes the details of the location where the event will be held and offers useful information to participants.

**32** In the last paragraph of text 2, the syntactic-discursive resource used to convey a higher degree of formality, objectivity and academic legitimacy to the text is:

- (A) the passive voice, as in “abstracts will **be evaluated**”.
- (B) modal verbs implying obligation, as in “submissions **should** report”.
- (C) the future tense, as in “abstracts **will** be evaluated”.
- (D) long noun phrases, as in “**previously unpublished research results**”.
- (E) academic expressions written in capital letters, as in “**Scientific Committee**”.

Answer questions 33 to 35 according to TEXT 3 below.

### TEXT 3



Available at: <https://larrycuban.wordpress.com/2019/11/25/even-more-cartoons-on-technology/>. Access on: Apr. 9th, 2024.

- 33 The cartoon shows:
- (A) the benefits of the use of technology in schools.
  - (B) the lack of school infrastructure for the use of technology in the classrooms.
  - (C) how computers can be used for learning in and outside the classroom.
  - (D) how teachers can use computers for student work in the classroom.
  - (E) a criticism to the substitution of teachers by technology in many schools.
- 34 In the sentence “your teacher has been *laid off*”, the idiom “*laid off*” is a synonym for:
- (A) sick
  - (B) fired
  - (C) hired
  - (D) late
  - (E) present
- 35 In the expressions “your *new* school-issued laptop” and “In other *news*”, the words *new* and *news* are:
- (A) two countable nouns.
  - (B) two uncountable nouns.
  - (C) a countable noun and an adjective, respectively.
  - (D) an adjective and an uncountable noun, respectively.
  - (E) an adverb and a countable noun, respectively.

Answer questions 36 to 40 according to TEXT 4 below.

### TEXT 4

#### The Future of Education: How Artificial Intelligence is Transforming Learning

Education is a fundamental pillar in society. Throughout history, education has been the means through which future generations acquire knowledge and skills to thrive in an ever-evolving world. However, the world is changing at a dizzying pace, and education must also adapt. Artificial intelligence (AI) has become one of the most powerful tools in shaping the future of education. In the educational context, this means that machines can assist students in learning in a way more efficiently and personally. Let's explore how AI is transforming education and what role it plays in shaping the classroom of the future.

#### 1 – Adapting Education to Individual Needs:

Every student is unique, with different learning paces and comprehension styles. One of the main advantages of AI in education is its ability to offer personalized learning.

#### 2 – Personalized Educational Content:

AI does not only personalize the way content is presented, but also the content itself. It can generate learning materials based on each student's specific needs and interests.

#### 3 – Prognostics:

AI can analyze vast amounts of educational data to identify trends and patterns. This is especially useful for school administrators and teachers to make decisions and plan future action.

#### 4 – Access to Education:

AI-based education is not limited by geographical or temporal constraints. This is particularly important for those who have difficulty attending in-person classes due to geographical barriers or work commitments.

#### 5 – Development of 21st Century Skills:

Education is not only about acquiring knowledge but also about developing skills. AI helps students develop 21st-century skills such as critical thinking, problem-solving, and effective communication.

#### 6 – Identification and Support for Diverse Learning:

Every student is different, and some may have special needs. AI can identify

students who need additional support and provide specific resources for their needs.

## Conclusion

Taking all the above into account, the advantages that AI offers are irrefutable, and, in the area of education, it is no exception. However, despite all the potential benefits, the implementation of AI in education also raises challenges and ethical issues. US Government entities have proposed the parameters that educational entities must comply with, if they want to make use of AI. These regulations focus on privacy, equity and transparency, in order to protect the rights of students and also guarantee access to these innovations.

Available at LINKEDIN, published at Oct 27, 2023, in <https://www.linkedin.com/pulse/future-education-how-artificial-intelligence-transforming-alyre>. Access on: Mar. 21st, 2024. Adapted.

**36** The aim of text 4 is indicated in the following sentence, taken from the introductory paragraph:

- (A) Education is a fundamental pillar in society.
- (B) The world is changing at a dizzying pace.
- (C) Let's explore how AI is transforming education.
- (D) It has been the means through which future generations acquire knowledge.
- (E) AI has become one of the most powerful tools in shaping the future of education.

**37** The items 1 to 6, presented in text 4, represent:

- (A) the drawbacks of AI considering its educational role.
- (B) the potential impediments to the adoption of AI in education.
- (C) the transformations that AI go through when implemented in education.
- (D) the roles AI plays in reinventing the in-person classrooms of the future.
- (E) the potential benefits of AI in education.

**38** The following table presents a list of the more practical implications of each of the six items discussed in text 4.

ITEM number	Implications
—	AI makes it possible for students to access content online anytime and anywhere.
—	AI can predict student performance and help design strategies to improve outcomes.
—	AI can collect data on students' progress and interests and adapt the way content is presented accordingly.
—	If a student is interested in biology and ancient history, for example, AI can create learning modules that integrate both subjects.
—	AI can identify individual learning difficulties and adapt teaching strategies to effectively address them.
—	AI enables students to apply their knowledge and skills in real-world situations.

Indicate the number of the item (from 1 to 6) that each implication refers to, and, below, mark the alternative containing the items you have indicated, in the order they appear in the table.

- (A) 1, 2, 3, 6, 5, 4
- (B) 2, 3, 1, 5, 4, 6
- (C) 4, 3, 1, 2, 6, 5
- (D) 5, 4, 3, 1, 6, 2
- (E) 6, 4, 5, 3, 1, 2

**39** In the conclusive paragraph of text 4, the connectors "however" and "despite" are used to establish a contrast between the benefits of AI in education and

- (A) parameters suggested by U.S. government entities.
- (B) the focus on privacy, equity and transparency.
- (C) the rights of all students exposed to AI in schools.
- (D) some challenges and ethical issues raised by AI.
- (E) the access to innovations such AI.

**40** In the introductory paragraph of text 4, the noun phrase “*a dizzying pace*” is a metaphoric expression which implies that:

- (A) the world is changing very rapidly.
- (B) the world’s changes are seldom followed.
- (C) education resists adaptation to the world’s changes.
- (D) educators get dizzy as a result of the world’s changes.
- (E) the world must follow the fast pace of education.

**Questions 41 to 50 relate to teaching skills and abilities:**

**41** Harmer (2015) suggests a basic procedure for teaching receptive skills that involves two types of tasks:

- I (1) Lead in; (2) T directs comprehension task; (3) SS read/listen for task; (4) T directs feedback; (5) T directs text-related texts.
- II (1) Lead in; (2) T directs comprehension task; (3) SS read/listen for task; (4) T directs feedback; (5) T directs comprehension task; (6) SS read/listen for task; (7) T directs feedback; (8) T directs text-related texts.

Looking at I and II, the most appropriate conclusion is that:

- (A) task I focuses on getting students to read or listen to a text for detailed understanding, while Task II focuses on general understanding of the text.
- (B) task I focuses on getting students to go into a deeper analysis of the text they are reading or listening to and Task II focuses on understanding its language and vocabulary.
- (C) both tasks focus on detailed comprehension of a text (reading for details).
- (D) both tasks focus on general comprehension of a text (reading for gist).
- (E) task I focuses on getting students to read or listen to a text for general understanding, while Task II focuses on getting students to pick up details or go into a deeper analysis of the text (both content and language) they are reading or listening to.

**42** Scrivener (2011) presents alternative ways to teach grammar opposed to the traditional “present-practice” structure lesson shape. One of these ways is Task-Based Learning, which comprises the following procedures:

- (A) the teacher starts the lesson with a task that promotes ‘noticing’ of language items, then he/she moves to authentic exposure and clarification (guided discovery) and students produce a dialog to practice the new language items.
- (B) the teacher starts the lesson with a large number of instructions by using gestures and demonstrations quickly and students are asked to repeat the instructions as they perform them. As the lessons continues, the teacher moves to clarification of meaning and students perform a task using the instructions they have learnt.
- (C) the teacher starts the lesson with a lead-in activity in order to introduce the topic or theme, then students perform a ‘real world’ task in groups involving communication. After that, students prepare a report on how they did the task and present it to the classroom.
- (D) the teacher initiates the lesson with a task that promotes ‘noticing’ of lexical items and moves to clarification through guided discovery. Finally, students work in groups and reflect on what they have learned. Finally, they report their findings to the other students.
- (E) the teacher starts the lesson with authentic exposure to language and students memorize language items. After that, students perform a language focused a task and present it to the whole class.

**43** Cope & Kalantzis (2000) present the discussions made by the New London Group in 1996, when different educators met to discuss traditional literacy pedagogy and the need of new literacy practices in contemporary society. They assert that they “attempt to broad this understanding of literacy and literacy teaching and learning to include negotiating a multiplicity of discourses” (p. 9). Within this perspective, the two principal aspects of this multiplicity of discourses include:

- (A) cultural and linguistic diversity in increasingly globalized societies and the great variety of text forms that emerge with the dissemination of digital technologies.
- (B) the introduction of different types of digital technologies in the classroom and the variety of activities that should be developed in order to use these technologies effectively.
- (C) students’ diversity in terms of background experiences and parents’ expectations in terms of literacy practices at school.
- (D) the great diversity of materials and resources that can be used for language teaching and the different learning outcomes measured by standardized exams.
- (E) cultural diversity and different language varieties.

**44** The Pedagogy of Multiliteracies is presented by the New London Group as this attempt to broaden the traditional concept of literacy practices due to the constant changes in contemporary societies and the need to incorporate new literacy practices. This pedagogy includes four components that are related in complex ways. The components described by the authors are:

- (A) *Engage*, in which teachers engage students to learn new contents based on their previous knowledge; *Study*, in which students are exposed to different multimodal texts; *Activate*, in which learners analyze and use new language items; and *Transformation*, in which learners create new texts using the target language items studied in the previous components.

- (B) *Lead in*, in which teachers lead the students to the new language items; *Reading*, in which learners read a text in order to understand its meaning; *Language Instruction*, in which teachers explain new lexical and/or grammatical items; and *Critical Literacy*, in which students reread the text, but now from a critical perspective for following discussion.
- (C) *Situated instruction*, in which teachers introduces new language items present in a text to students so they can understand it; *Critical Reading*, in which learners read a text in order to understand its meaning from a critical perspective; *Group Discussion*, in which learners discuss their ideas about the text based on critical thinking; and *Functional Grammar Analysis*, in which students analyze the language in the text based on the principles of Functional Grammar.
- (D) *Situated Practice*, in which learners experience resources related to their lifeworlds; *Overt Instruction*, in which learners build meanings and are introduced to explicit metalanguages; *Critical Framing*, in which learners interpret social and cultural contexts from a critical perspective; and *Transformed Practice*, in which learners can transfer and redesign their practices to other contexts and cultural sites.
- (E) *Reading for gist*, in which students read a text to understand its general ideas; *Critical Reading Comprehension*, in which students reread the text, but now from a from a critical perspective; *Vocabulary and Grammar Exploration*, in which learners, in groups, explore vocabulary and grammatical items that are new to them in the text; and *Final Production*; in which students produce another text based on the main ideas from the original text and use the language learnt.

**45** Baladeli and Ferreira (2012) defend that due to the increasingly use of web 2.0 technologies in contemporary society, new digital literacies need to be approached in both pre-service and in-service teacher education. The concept of digital literacy can be defined as:

- (A) the ability to use digital technologies for common daily practices.
- (B) the ability to understand and use information in different formats and from different sources.
- (C) the set of necessary abilities to operate digital devices.
- (D) the technical abilities necessary to create and access different types of information on the web.
- (E) the ability to create digital content.

**46** According to Motta-Roth (2006) the concept of genre has been a common reference in official documents for education, especially in relation to the PCNs of Foreign Languages, Arts and Computing. However, she states that there is a “fluctuation in the concept of genre in these references” (p. 498). Within these concepts, the one(s) that she considers the most appropriate is/are:

- (A) *institutionalized communicative event*, as it identifies the uses of language by the social activity that give them visibility, expanding the conception of language beyond morphosyntactic rules, conceiving it as a way of producing meaning.
- (B) *rhetorical strategy*, as it shows students different formats of texts used in our society.
- (C) *text type*, as it enables students to recognize the formal characteristics of each type of text.
- (D) *all of the three concepts* (A, B, and C) as they are important for students to understand genres in their social context.
- (E) *none of the three concepts* (A, B, or C), as none of them conceives genres as a social activity that constitutes them and are constituted by them.

**47** Orlando and Ferreira (2013) discuss the contributions of new literacies and multiliteracies studies to teacher education regarding identity issues. The authors, based on New Literacies theory, defend that the role of the language teacher in contemporary society is to:

- (A) acknowledge ethnic, linguistic, identity and cultural diversity, but refrain from using texts that approach such themes in the classroom.
- (B) bring different texts to the classroom involving multimodality, such as videos, images, sounds, etc. to approach language learning and structure practice.
- (C) avoid approaching themes such as prejudice, inequalities and social justice in the language classroom as these themes may cause discomfort for some students.
- (D) follow the activities proposed by the students’ books without questioning issues related to identity, race or gender in order to avoid discussions and misunderstandings.
- (E) deconstruct monocultural and exclusionary thoughts and practices to reconstruct them from a critical and reflexive perspective about the theme being discussed in class.

**48** In the chapter “Da aplicação de Linguística à Linguística Aplicada Indisciplinar”, Moita Lopes (2009) proposes the term “Linguística Aplicada Indisciplinar” as an area of study that:

- (A) has a solutionist character as it tries to solve problems related to languages in different disciplines.
- (B) does not belong to a specific discipline, being applied to different areas such as Geography, Sociology and Psychology.
- (C) aims to study languages from a theoretical approach based on post-modern ideals.
- (D) is constantly transforming itself by thinking differently, beyond consecrated paradigms and crossing disciplinary boundaries.
- (E) focuses on studying contemporary ways to teach foreign languages involving different disciplines.

**49** In the introduction of the book “Teaching to Transgress: education as the practice of freedom”, bell hooks (2003) shares her experience as a student in “all-black grade schools” and “desegregated, white schools” and then at undergraduate and graduate schools in the U.S. How were these experiences different?

- (A) In “desegregated white schools” she experienced the practice of freedom.
- (B) In graduate school, the classroom was a place she loved as she could be an independent thinker.
- (C) In “all-black grade schools” she experienced joy and loved learning as she could learn ideas that ran counter to values and beliefs learned at home.
- (D) The teachers in undergraduate school were excited about teaching and understood education as the practice of freedom, so she felt it was a place of promise and possibility.
- (E) Her professors at graduate school introduced her to Paulo Freire’s ideas and she learned she wanted to be like them.

**50** In the same book, bell hooks (2003, p. 11) states that “Teaching is a performative act”. This means that teachers:

- (A) should engage students in learning through performing different roles.
- (B) serve as a catalyst of students’ engagement and active participation in learning.
- (C) are the ones responsible for creating a dynamic learning experience in the classroom.
- (D) should act as performers to innovate their teaching practices.
- (E) have to perform different teaching roles in the classroom.



